

Section 1:

#1 "As the students' screams reverberated through the room, the teacher left to communicate with other classroom teachers. By the time the teacher came back, all the students were out of sight and hid in the withdrawal room."

Strengths:

- Your use of "reverberated" creates a strong image of the noise filling the classroom
- The sentence flows well chronologically, showing what happened whilst the teacher was away

Weakness: Unclear sequence of events → Your writing jumps quickly between actions without helping readers understand why students hid in the withdrawal room. Did they think it was a real lockdown? Were they following some procedure they remembered? The phrase "all the students were out of sight and hid" doesn't explain their thinking or motivation during this chaotic moment.

Exemplar: *By the time the teacher returned, all the students had fled to the withdrawal room, believing they were following the correct lockdown procedure.*

#2 "Some students claimed during lunchtime, 'if I were to rate my teacher's anger then, it would be a ten out of ten.' The teacher, infuriated, punished every single student with a detention."

Strengths:

- The quote adds authentic student voice to your report
- Your word choice "infuriated" strongly conveys the teacher's emotional state

Weakness: Missing transition and context → Your writing shifts abruptly from students discussing the event at lunch to the teacher giving detentions, but you haven't explained when or how the punishment was announced. The phrase "The teacher, infuriated, punished every single student" appears immediately after the lunchtime quote, which confuses the timeline—did this happen during lunch or back in the classroom?

Exemplar: *Some students claimed during lunchtime, 'if I were to rate my teacher's anger then, it would be a ten out of ten.' Earlier that morning, still infuriated by what had occurred, the teacher had punished every single student with a detention.*

#3 "Amidst these rumors, to this day, the compelling question remains as to why the teacher suddenly broke his clean record of not giving out detentions."

Strengths:

- Your phrase "compelling question" creates intrigue and leaves readers thinking
- The ending maintains the mysterious tone established throughout your article

Weakness: Vague conclusion → Your final sentence raises a question but doesn't offer any possible answers or insights for readers to consider. The phrase "the compelling question remains as to why" simply restates that something is unknown without exploring what factors might have contributed—was it the students' failure to listen, the dangerous situation they created, or something else entirely?

Exemplar: *Amidst these rumours, the compelling question remains: did the teacher's anger stem from the students' disregard for safety procedures, or had their behaviour finally pushed him beyond his limit after years of patience?*

■ Your piece tells an engaging story about a lockdown drill gone wrong, and you've captured the chaos and confusion effectively. However, your writing would benefit from deeper exploration of the key events. You've described what happened, but you haven't fully explained why things unfolded the way they did or what the consequences mean. For instance, you mention that students couldn't hear the announcement, but you could strengthen this by describing exactly what made it so difficult—was the siren too loud? Were students already talking? Additionally, your article would improve if you connected ideas more smoothly between paragraphs. The jump from the incident itself to lunchtime gossip feels sudden. You might add a sentence explaining how much time passed or how students felt immediately after receiving their detentions. Also, consider developing your final paragraph further—instead of simply stating that a question remains, you could explore possible answers or include what students or the teacher think now. This would give your readers more to think about and make your report feel more complete. Your vocabulary is strong, but using it to dig deeper into the story's meaning will make your writing even more powerful.

Overall Score: 41/50

Section 2:

#1 Lockdown ~~shuts~~ [Shuts] Down Students' Brains

A ~~special~~ [Special] ~~report~~ [Report] by ~~journalist~~ [Journalist] Srimaan on the 7th of October

It was an ordinary day at Meadowbank Primary School. Students were racking their brains about a maths quiz. As the teacher was about to complete his explanation, a siren echoed through the classroom speaker. Students sprung out of their seats, paying little detail to the announcement. A muffled voice attempted to speak, "This is...drill." However, not a single word could have been registered into the students' ~~brain~~ [brains]. Not a single instruction would have been clear. Not a single thought would have come to their minds.

#2 As the students' screams reverberated through the room, the teacher left to communicate with other classroom teachers. By the time the teacher came back, all the students were out of sight and hid in the withdrawal room. The teacher, in fumes, scolded the students to get out of there. The students were dumbfounded when they realised that there was no lockdown; all that occurred was just a drill.

#3 Some students claimed during lunchtime, 'if I were to rate my teacher's anger then, it would be a ten out of ten.' The teacher, infuriated, punished every single student with a detention. A few students reported, "We were unable to hear the teacher's instructions in the commotion." Whilst this was believable, the teacher had not accepted the excuse.

Students today are still gossiping about the day their teacher gave out his first punishment ever in his long career of teaching. Some believe that he was getting vengeance after all the years of built-up anger over the students' annoying behaviour. Amidst these ~~rumors~~ [rumours], to this day, the compelling question remains as to why the teacher suddenly broke his clean record of not giving out detentions.